

NGP Hot Topic

Preparing for Summative Conferences

The Professional Growth and Effectiveness System (PGES) exemplifies continuous growth through the summative conference process. Sources of evidence completed throughout the year inform professional practice ratings; the self-reflection, professional growth plan, observations and student voice survey are the primary evidences along with additional district approved evidences that are reflected in the district Certified Evaluation Plan (CEP). The conversation between the principal and teacher will focus on pedagogical practices as grounded in the [Kentucky Framework for Teaching](#) and provide actionable feedback that deepens a teacher’s impact on students’ learning.

Reminders and recommendations:

- Ensure that the summative process promotes growth and continuous improvement
- Complete the Student Growth Goal (SGG) process and determine the level of overall growth ([Step 5 of the SGG process](#))
- Adhere to summative timelines and processes established in the district CEP

The Professional Growth and Effectiveness System (PGES) [webpages](#) contain many resources for teachers to reference during the summative process.

KDE Quick Links:

- [Equity webpage](#)
- [Title II webpage](#)
- [Professional Learning webpage](#)
- [Teacher Leadership webpage](#)
- [PGES webpages](#)
- [EDS webpage](#)
- [@KyPGES](#)
- [@KyTeacherLeader](#)
- [@KyDeptofEd](#)
- [KDE Facebook page](#)

Teacher’s Corner

Flexible/hybrid roles for teachers

All schools and districts utilize the expertise and strengths of teachers in the building but creating flexible or hybrid roles can allow teachers to offer professional learning experiences, provide mentoring and coaching, and lead Professional Learning Communities (PLCs).

For ideas, use the [Kentucky Teacher Leadership Framework](#) and this [Kentucky Teacher article](#) from Teacher Leader on Special Assignment, Katrina Boone, Katrina.Boone@education.ky.gov.

Action research in schools

Teachers have long voiced concern that one size fits all professional learning typically does not equip them with effective strategies or energize their practice. Conversely, action research can offer an effective and inexpensive way to learn, implement, and reflect on the efficacy of research-based practices. It also can encourage colleagues to work together and share ideas.

Read [‘So, what theory are we going to test today, Dr. Gunter?’](#) to see how Dr. Angela Gunter, Angela.Gunter@education.ky.gov, puts this idea to work in her classroom, including her students as researchers in the process.

Student Voice Update

Infinite Campus (IC) administration of Student Voice Surveys

Student Voice Survey administration through IC concluded on March 4. Data results for the second reporting period are now accessible in the Educator Development Suite (EDS). Survey results also may be obtained in the new [Teacher Results](#) report within IC, including response scores for each question and an overall calculation for each of the seven constructs.

For more information, contact Joyce Richards, joyce.richards@education.ky.gov.

OPGES Student Voice (SV) Survey questions now available

All districts administer the OPGES Student Voice Survey (currently undergoing validation) as part of the Professional Growth and Effectiveness System (PGES).

Survey questions are different than those used in the teacher survey; questions are designed specifically for the unique roles of other professionals. The surveys should be administered utilizing other modes by all guidance counselors, librarians and speech pathologists who have regular student interaction. The timeline for completion is defined in the district Certified Evaluation Plan (CEP).

Steps:

1. Determine if the district is participating in the OPGES Student Voice (SV) Survey validation process. Contact the district SV point of contact or principal to verify this.
2. Districts **not** participating in the validation process should determine procedures for administering the OPGES SV Survey. Contact the district SV point of contact or principal for guidance.
3. Districts participating in the validation process should administer the survey according to the directions provided to the district SV point of contact by the Kentucky Department of Education.

SV results are helpful in self-reflection to inform practice. Also, along with other district-approved formative measures, SV results may be helpful to supervisors as they engage in conversations with other professionals regarding continued professional growth needs.



Additional OPGES SV Resources:

- [OPGES Student Voice Implementation Guide](#)
- [Library Media Specialist survey questions](#)
- [Counselor survey questions](#)
- [Speech Language Pathologist survey questions](#)
- [ASL and ELL Student Voice access support – OPGES](#)

Novice reduction webpage spotlight

In the [February edition](#) of the Next Generation Professionals (NGP) newsletter, the department made connections between novice reduction, the [Kentucky Framework for Teaching \(KyFfT\)](#) and the [Characteristics for Highly Effective Teaching and Learning \(CHETL\)](#). To deepen the connections and enhance effective practice, the [Novice Reduction for Gap Closure website](#) has been updated:

- Resources for [mathematics](#), [literacy](#), [culturally responsive pedagogy](#) and [co-teaching for gap closure](#) have been added.
- Printable diagnostics are available and can be used as interactive tools to ensure intentional focus on core instruction at the classroom and school levels.
- Classroom level diagnostics are available and allow educators to collect data needed to determine next steps for the school’s novice reduction plan. Educators use these diagnostics as they conduct walk-through observations. The data collected informs schoolwide leverages for core instruction that reduces the number of novice students.
- Diagnostics for core instruction can be accessed from the [Instruction](#) overview page.

For questions or help with Novice Reduction plans and resources, contact one of the [regional coaches](#) or Linda Rains, lindarains2@education.ky.gov, state coordinator.